

2nd Quarterly Report for FY2001 For IFES Programming in Tajikistan

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I. PROGRAMMATIC ACTIVITIES

Civic Education

Curriculum Development

In order to reinforce the curriculum development initiative with more local expertise, experience, and guidance, IFES/Tajikistan set out to create the Curriculum Development Committee and the Senior Advisory Board. Numerous meetings were held in January between IFES Civic Education Consultant Gregory Stephenson and prominent academicians, government of Tajikistan officials, and members of local and international NGOs. High-ranking representatives from the Ministry of Education, Ministry of Foreign Affairs, Ministry of Justice, Tajikistan University, and the Scientific Research Institute of Pedagogy indicated their support for the IFES proposal to develop a civics textbook for secondary school students in the country. As the result of preliminary interviews, IFES identified 8 strong candidates for the Senior Advisory Board and 5 highly qualified candidates for the Curriculum Development Committee.

A foundation for strong collaborative work between IFES and the Aga Khan Humanities Project was also set in place. During January meetings, Tony Russell, Aga Khan School Project Consultant, indicated that through his curriculum development work with local teachers there is a place for IFES to send members of its Curriculum Development Committee (CDC) for participatory/non-participatory training. As a result, through this exposure to Aga Khan's teaching methodologies/curriculum development, the CDC will be able to write and edit a textbook that will be more able to evolve with the changes that are occurring in the teaching field. In addition, teachers that receive training through Aga Khan will have an opportunity to use the IFES Civic Education textbook in their classroom, which could expand the piloting of the IFES textbook by 8 new schools.

During the second quarter, significant progress was achieved in gaining approval for a Memorandum of Understanding between IFES and the Ministry of Education. During a meeting at the Ministry of Education, IFES/Tajikistan Civic Education Consultant Gregory Stephenson and Project Coordinator Moukim Mallaev learned that due to the support of Mr. Mollachayev (MoE), who lobbied for the acceptance of the Civic Education project, IFES/Tajikistan received a preliminary letter of approval from the Ministry.

In addition, the Ministry of Education has given preliminary indications that they would like IFES to work with the schools that the World Bank has identified in its project. Assistant Director of the World Bank-PIU met with representatives of IFES/Tajikistan to update them on the status of the World Bank's Schools Renovation Project. It is hoped that through collaboration IFES can introduce its textbook to be used in these schools.

In February, Gregory Stephenson and Moukim Mallaev met with Takako Yasukawa of the Asian Development Bank and Jura Latifov of World Bank-PIU to inquire about any possible collaboration with their ongoing education projects. Since ADB will be conducting teacher-training sessions in May-June 2001, Yasukawa suggested that IFES/Tajikistan would be able to attend this event to examine teacher-training methodologies in preparation for its own teacher training initiative in late summer. IFES has also undertaken efforts to promote cross-

organizational cooperation in civic education, and thus far has been well received. Soros and the World Bank have offered to recommend secondary schools in Dushanbe in which to pilot test the textbook next fall.

IFES' Civic Education Curriculum Reform is well under way in Tajikistan with the preliminary approval of the draft Memorandum of Understanding between IFES and the Tajikistan Ministry of Education. IFES was able to achieve this important step by working closely with officials from the Ministry of Education like Mr. Mollachaev, who have supported IFES' Civic Education programming. IFES has also made significant advancements in logistical and organizational sectors of Curriculum Development by collaborating closely with other international organizations and by organizing a Curriculum Development Committee and a Senior Advisory board to oversee and reinforce the curriculum development initiative. The early development of organizational guidelines and bodies will leave more time for IFES to concentrate on the programmatic goals to educate students about democracy and civic responsibility and to assess the effectiveness of the curriculum.

SAC and SLGD Development

In February, Gregory Stephenson and Moukim Mallaev traveled to Kurghan-Teppa to meet and inform key local government officials of the Student-Local Government Day (SLGD) and Student Action Committee (SAC) projects. Meetings with the Chief of City Education Department, Mr. Halmozarov, Deputy Chief Mr. Kubanov and a representative of the Prosecutor's Office, officials expressed their enthusiasm for the projects and assured their support. The local officials in Kurghon-Teppa remarked that students should use every opportunity to gain "practical experience" and they considered the approach of including them in outreach activities with members of local government to be creative.

Stephenson and Mallaev also discussed the SAC project with Mr. Safarov of the Dushanbe City Education Commission. During this meeting IFES learned that many of the teachers in Dushanbe already have experience with the Soviet-era forerunners of SACs. Mr. Safarov indicated that although these organizations were not exactly Student Action Committees in the same sense that IFES has proposed (that is, active school-based student "self initiative" councils), there were similarities, which might help with launching the idea. Safarov indicated that he is willing to assemble the teacher-mentors for training when the SAC Instructional Handbook is developed by IFES and reviewed by his staff. Development of this Handbook commenced in February, based upon models developed by IFES for other countries in the region.

In March, IFES Civic Education Consultant Gregory Stephenson and Moukim Mallaev traveled to Khojand to oversee the one-day training session for the Student Local Government Day (SLGD) and the Student Action Committees (SACs). Twenty-nine secondary school teachers and representatives from the Ministry of Education, City Government, Procurator, Militia, and Court attended. In addition, members of the local TV station and the press were present. The trainer was Asherboi Imomov, a law professor from the Tajik State National University. After the training seminar, informal interviews were conducted to gauge the receptivity of the projects. Although the teachers expressed great enthusiasm for the SLGD, many were especially intrigued by the SAC program because the goals and the format of this activity were unlike those that were utilized during the Soviet era. The teachers foresee many positive results from the introduction

of these two activities. The SLGD will be conducted on April 17, while the SAC program will operate on a continual basis until May 2001.

Stephenson and Mallaev also had an opportunity to meet with Mayor of Kurghan-Tepa, Sirojiddin Valiev, to discuss and obtain approval for the SLGD and SACs. After listening to the presentation, Mr. Valiev stated that he was “very enthusiastic about the project and the positive effect that it will have” on the youth of his city. Subsequently, Valiev recommended that Stephenson and Mallaev meet with the Head of the City Education Department to discuss the implementation of the projects.

As a result of productive interactions with representatives of the educational sector including the establishment of a working partnership with the Ministry of Education, IFES received support to commence with the Student Action Committee and Student Local Government Day projects. Furthermore, due to the SAC/SLGD training, participating teachers will not only bring SAC and SLGD programming to their schools, but will also be the trainers for next year’s SAC and SLGD activities. Teacher training, along with the completion and approval of the SAC teacher manual, will help demonstrate to teachers how to help students use their civic knowledge productively and how to independently perpetuate the existence and activities of their respective causes.

Civic Education Textbook

During the month of January, several international donors were contacted to gauge interest in providing support to print and distribute an IFES-developed Civic Education textbook in the fall. Preliminary discussions were held with several groups who have expressed an interest in working in the civic education sector. IFES has submitted an overview letter that outlines the project objectives and goals and specifies the type of collaboration that is being sought.

In March, IFES/Tajikistan Civic Education team welcomed the arrival of the new Civic Education-Textbook Development Specialist from New Zealand, Simon Jenkins. Following numerous meetings and briefings with representatives of schools, Ministry of Education, and local and international agencies, such as Counterpart Consortium, UNDP, OSCE, UNIFEM, UNICEF, and SHARQ, Simon began identifying ways of adjusting the Kazakh model of civic education textbook to the conditions of the Tajik educational system.

Through a series of discussion papers, Simon provided specific recommendations about the proposed style, targeting and the delivery mechanisms of the textbook, and also examined the work and capacities of potential local partners. A key outcome has been the proposed retargeting of the project resources. It is hoped that this will lead to a greater number of beneficiaries and increased impact on any one individual.

In addition, as a result of intensive talks with Aigul Khalafova, UNESCO Education Program Specialist, UNESCO donated \$2,000-\$3,000 for the printing of the textbook for use in the pilot schools for September 2001. As a donor, UNESCO will have its organizational logo and name appear on the cover of the textbook.

The addition of Simon Jenkins to IFES/Tajikistan staff and the UNESCO donation have fueled the progress of IFES’ Civic Education Textbook Adaptation through this past quarter. Simon

has already held meetings with area NGO's, Ministry of Education officials and other international aid organizations to develop ideas on how best to adapt the Kazakhstan version to the unique cultural and organizational structure of the Tajik community. Furthermore, IFES/Tajikistan is grateful to UNESCO for the donation of \$2,000-\$3,000 for the printing of this important resource.

Political Party Development

Joint IFES/OSCE Political Party Forum in Khujand

Joint IFES/OSCE Political Party Forum in Khujand on March 15th was the most prominent IFES event in March. A lot of effort went into planning this event. Numerous meetings were held with OSCE Khujand Field Officer, Ann Frotscher, D. Amonov of the 1st Tajik Press Club and A. Mamadazimov, Chairman of the National Association of Political Scientist of Tajikistan, to work on the agenda, topics, theme, and other logistics of the event. As a result, all of IFES and OSCE efforts were rewarded with the impressive turnout and diversity of attendees. The forum was attended by:

Jumaboi Niyozov	Democratic Party of Tajikistan
Anvar Jalilov	People's Democratic Party of Tajikistan
Mohiniso Horisova	Socialist Party of Tajikistan
Abdusattor Ahmedov	Communist Party of Tajikistan
Shamsiddin Shamsiddin	Islamic Revival Party of Tajikistan
Abdurasdhid Hasanov	Islamic Revival Party of Tajikistan
Sharipov A	Ideology Department of Hukumat
Usmonov Rustamjon	People's Democratic Party
Hadyaev Latif	Social-Democratic Party of Tajikistan
Yuldoshev J.	Democratic Party of Tajikistan
Muhammad Subhon	Movement of National Unity and Revival of Taj.
Qudratov B.	Communist Party of Tajikistan
Yusupov M	Socialist Party of Tajikistan
Abduqahhorova O. G	Deputy of Regional Majlis (PDPT)
Samiev Naim	Deputy of Regional Majlis (IRPT)
Karimov	Deputy of Regional Majlis (CPT)

PPD Consultant Philip Griffin, PPD Assistant Bahrriddin Sharipov, PPD Assistant Masumov, and Program Assistant Ramsia Mamadnazarova represented IFES/Tajikistan.

During the forum, participants were able to discuss a range of serious issues facing political parties of Tajikistan. All parties were represented and the discussions were open, frank and lively.

IFES' Political Party Development Program concentrated much of its efforts during the past quarter, to attending and co-sponsoring conferences and forums on political party development. IFES held a Political Party Round Table in Sugd Oblast and co-sponsored a joint IFES/OSCE Political Party Forum in Khujand. At both events, all parties were represented and the discussions of the current problems facing Tajik political parties were open, frank and lively.

The event received significant media coverage with articles appearing in Kurier, Tajikistana, Biznesman and Narodnaya Gazeta. The TBT channel produced a 15-minute segment that focused on the events. Along with cultivating regional enthusiasm for political party programming, IFES has also consulted and maintained contact with Tajik political parties, who wish to register or encounter problems during the process.

“Law, Society and Democracy” TV Series

In February IFES and its local NGO partners “Law & Democracy Center” and “Mediopolis” conducted an additional televised episode of its “Law, Society & Democracy” series. The latest episode was filmed in Khojand and included interviews with members of the local Majlisi and local branches of political parties. Among the “hot topics” discussed was the prospect of security concerns prompted by the presence of armed fighters from the Islamic Movement of Uzbekistan (IMU), which allegedly has forces based in Sugd Oblast (formerly Leninabad Oblast). It is believed that the IMU may have links to a banned political party based in Sugd, the Hizb-ut-Tahrir party, which has advocated the violent overthrow of the Tajik government. Both organizations are believed to have ties to the Taliban forces in Afghanistan.

The American Bar Association expressed interest in expanding the IFES TV series to include 10 episodes specifically featuring members of the national parliament. Considering that IFES focuses primarily on political parties and ABA works with the parliament, Griffin and ABA representative Bernard Ryan discussed ways of integrating the TV series to cover a greater spectrum of issues. IFES has planned to conduct six additional political party-themed episodes in regional locations, with ABA proposing ten episodes with the Majlisi Namoyandagon, the first to focus on discussion of the proposed tax code.

U.S. Ambassador Robert Finn gave IFES favorable reviews for work in the area of political party development in Tajikistan. Ambassador Finn complimented Philip Griffin and IFES after viewing 8 episodes of the IFES-sponsored and supported TV program “Law, Society and Democracy”. The events were televised on tape delay in different localities around the country. Together with local partners Law & Democracy Center and Mediopolis, the events were designed to give local legislative representatives and political party representatives an opportunity to describe their work and address viewer questions.

Kenneth de Figueiredo, OSCE Field Officer in Kurghan-Teppe, also indicated his wish to receive additional information on the IFES TV series, considering the Norwegian government, through the OSCE, wants to support the setting up of an independent TV station in Kurghan-Teppe. Philip provided De Figueiredo with copies of the first 12 episodes and outlines corresponding to these programs. De Figueiredo indicated that after the review, OSCE might consider using the IFES TV concept as part of OSCE efforts to provide political programming in Kurghan-Teppe. IFES has emphasized that the series provide a voice for all parties wishing to engage in an open discussion of democracy development and national reconciliation.

In March, Philip Griffin also met with Behzod Mingboyev of MEDIOPOLIS and Bernie Ryan of the ABA to coordinate activities for 6 additional episodes of the IFES-sponsored and supported TV program, “Society, Law and Democracy” and 10 ABA episodes. This coordination involved

ensuring the continued and relevant participation of Majlisi Namoyandogan members as well as political party activists.

During the second quarter, one of IFES' most successful forays into political party development and voter outreach has been its collaborative project with the ABA/CEELI, Law and Democracy Center and Mediopolis to produce an ongoing television series, which highlights party activity in Tajikistan's legislative organs. Work continued on the highly successful and acclaimed television program, "Society, Law and Democracy." After its introduction to the program by IFES, ABA has committed to sponsoring 10 additional episodes featuring the Majlisi Namoyandagon and including participation of political party activists recommended by the parties and IFES. The favorable reviews of the programming by the OSCE and U.S. Ambassador Finn have also added momentum to the programming, which provides information to the public about the workings of parliament and airs debate on topics such as the IMU's suspected presence in the Sugd Oblast.

Youth/Women's Outreach

During the second quarter, IFES advanced plans to hold one of its theme-based political party development events in early April. The conference, titled "Political Parties One Year After the Majlisi Oli Elections: Expanding Participation of Youth and Women," will bring together representatives of registered and unregistered political parties alike to discuss how to increase effectiveness of women's and youth programming and their participation in the political sphere. This issue is particularly significant to the development of broad-based sustainability and growth of parties, which traditionally have been dominated by older men.

After intensive talks with IFES partners in Armenia, Kyrgyzstan, and Russia, IFES was finally able to confirm the attendance of Ms. Isakunova, UNDP/ Kyrgyzstan Gender Expert, and Professor Altinai Karasaeva, Slavonic University of Kyrgyzstan, and Ms. Darutina, the League of Women Voters of St. Petersburg.

The event will seek to create a working agenda for political parties to establish women's and youth taskforces to appeal to these sectors of society. This forum (the first of two) will help to advocate the greater participation of these to groups in political party activities through discussion, lectures from guest speakers and the creation of committees that target gender-specific issues within parties.

II. MATERIALS PRODUCED

SAC Teacher Training Manual - Completed in March. Contains guidelines for teachers and mentors to use when sponsoring a SAC. Also contains Appendices, which provide possible templates for the development and continued sustainability of the SAC.

The SAC manual was produced for teachers/mentors in Khujand, Kurghan Teppe, and Dushanbe. The SAC manuals were distributed to these locations in March.

MEDIOPOLIS TV Program –“Society, Law, Democracy” Contains interviews from party leaders, deputies, and citizens which distinguish one party from another and voice opinions of the public on the subject of democracy.

<u>Date</u>	<u>Topic</u>
Feb. 13,18.	Political Parties in Leninsky Rayon
Feb. 27, Mar. 4.	Political Parties in Kofarnihon
Mar. 13,18.	Political Parties in Varzobskiy Rayon

III. ISSUES AND PROBLEMS

Political Party Development

The second quarter of 2001 saw the Political Party Development Program continue its work as planned in Tajikistan. Additional episodes of the IFES sponsored and supported television program, “Society, Law and Democracy” were produced. The show aired twice weekly, features interviews with politicians in and out of government and ordinary citizens on a variety of politically relevant topics. ABA/CEELI in its parliamentary work has decided to sponsor a series of episodes based on the formula devised by IFES and their local NGO partner, MEDIOPOLIS. IFES Tajikistan also received a copy of a State Department cable sent by US Ambassador Finn describing the television program as a “success” story. As his cable points out, “Tajikistan’s political punditry is not yet at beltway levels but it’s still a long way from prison.” This is a fair assessment. Much work remains to be done but this program is a significant step towards encouraging a more open and frank political dialogue in the Tajik body politic.

During the second quarter, one of the six officially registered political parties received a suspension. ADOLATKHOH or the Party of Justice was suspended for six months under the pretext of having falsified its membership rolls. This arbitrary enforcement of bureaucratic complicated and byzantine regulations promulgated by the government itself, only serve to show that elements within the government continue to wish to stamp out opposing political views. IFES consultants have met with ADOLATKHOH representatives and are being updated on the situation on a regular basis. IFES also continues to monitor the registration process currently being undertaken by IFES contacts Hakimov and Zoirov who wish to officially register a Social Democratic Party. Zoirov and Hakimov have been unsuccessful thus far.

On March 15th, IFES sponsored a Round-Table in Khujand, Sugd Oblast. This event was held jointly with the OSCE at their premises in Khujand. IFES had attempted similar programming in Khujand in the run up to the February 2000 parliamentary elections but had been prevented from doing so by the regional administration. This event had the support of said administration, with all political parties as well as members of the regional Majlisi taking part in an open and frank discussion of political issues of regional importance.

SAC and SLGD Development

The second quarter of the fiscal year proceeded with a clear programmatic mandate to focus on civic education in Tajikistan, as per the IFES work plan, with a good, initial commitment of cooperation with the Government of Tajikistan. Although a Protocol of Understanding (PoU) has not been agreed upon, project approval to proceed with the Student Action Committees

(SAC), Student-Local Government Days (SLGD), and the Democracy Summer Camps (DSC) was given by the Ministry of Education. Despite this high level of support, reaction to the projects in the regions has been mixed. For example, in Khujand, all of the projects have received the highest level of support from the local government. In part, this is due to the receptiveness of the Deputy Director of Ideology, who has demonstrated a strong willingness to collaborate with IFES/Tajikistan with these projects. In her opinion, any activity that will benefit the students and enlighten them as to how government functions is deemed necessary. Therefore, IFES/Tajikistan has been able to make strong headway with its activities in Khujand.

The administration in Kurghan Teppe has demonstrated support, although to a lesser degree. This can be best described as dilatory, which has resulted in the difficulty in contacting key government officials to arrange meeting dates at inopportune times when they are not in the office. This may be attributed to a local government, personnel-wise, that is not as strong as the one in Khojand. Despite this hurdle, the SAC and the SLGD are proceeding as planned. In Dushanbe, the activities have been met with dualism. On one hand, the Minister of City School Education agrees that the SAC and the SLGD projects are important to the students. On the other hand, the Deputy Director of Ideology likes the SAC, but the SLGD will not work without proper training for the administrators. Although this has resulted in a slow-down of the projects, progress has been made with the Deputy Director of Ideology and the projects will move forward as planned.

Civic Education Textbook Development

Upon initial consultation of Simon Jenkins by Marat Bigaliev, it was agreed that the existing book has some translation problems, even in the Russian edition, but of more significance was the fact that students found it difficult to read. This all suggests that for Tajikistan IFES will not be able to just insert the Tajik specific sections as the education levels here are probably much lower.

The highly independent task design approach used in the Kazakh textbook would seem to further exacerbate these problems. IFES will probably need to spend a large amount of time in writing and testing on correcting this problem. However, this is achievable and will have significant benefits for all the Central Asian Republics implementing similar projects.

Some other agencies, notably the local NGO Ecocentre, have already produced some very good materials covering this area, but none of them would appear to be used widely. Some of these agencies could be ideal partners to assist with the implementation of the piloting and teacher training aspects of the program.

Originally it seemed that the coordination of a team of local contributors was the highest priority task. It now seems as if the priority has changed to a) identifying with more accuracy the character and constraints of the education environment in Tajikistan, b) preparing some simplified chapter models to act as models for contributors, c) identify more guided and shared tasks for piloting.

ATTACHMENT A:
Evaluation of Progress towards Workplan Benchmarks

Projected benchmarks for 2nd Quarter of FY2001	Projected completion date: (According to workplan)	Status:	Comments:
<i>I. Civic Education</i>			
Negotiate and execute an MoU	January 2001	In progress	MoU is currently being reviewed by the Ministry of Education.
Pilot regions determined	March 2001	Partially completed	Some regions to participate in the pilot project have been identified.
Pilot schools determined	March 2001	Partially completed	Some schools to participate in the pilot project have been identified.
<i>II. Student Action Committees</i>			
Identification of participating schools	February 2001	Completed	IFES has identified participating schools clustered around Khojand, Kurgan-Teppa and Leninski
SAC Handbook developed	March 2001	Completed	
SAC Teacher training seminars	March 2001	Completed	SAC training seminars have taken place
Initiation of SAC activities	March-April 2001	Completed in April 2001	



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STUDENT ACTION COMMITTEES
(SAC)
GUIDEBOOK
FOR
TEACHERS AND MENTORS

Tajikistan
March 2001

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I. Introduction: Student Action Committees and Civic Education

The idea of civic education is as old as civil society. For members of society to live together in harmony, this concept must be nurtured. This is especially important in the modern world, which faces greater challenges with each passing day. In order to be an active and productive member of the country in which we happen to live we need to know what is expected of us, what the world is like, and what we should strive for. To be a citizen of a country is not enough; citizenship requires conscious, active understanding of our rights as well as our duties. It is true that people are born with some rights that are innate; but without a legal system to protect them, they are meaningless. Not only do the complex political arrangements that have developed over time make it possible to protect ourselves and others against aggression, they also offer us the proper setting to develop our talents, pursue happiness, and fulfill our individual destinies.

Human existence is surely an exhilarating gift. Living in our society can be rewarding, interesting, and enjoyable. But it also requires that we give of ourselves, that we do the best we can, and that we strive to help others even as we help ourselves. The main purpose of civic education is to nurture social and political self-consciousness to achieve a better society.

It has been said that if a society is to be successful, its members must consciously and deliberately pursue *the public good*, which by implication needs to be defined in order to be nurtured. But who is to say that one person is better equipped than another to offer such a definition? This manual does not presume to define *the public good*. However, it may be said that the public good is ultimately the sum total of goods and values that are pursued by individuals in the society. This certainly does not mean that individuals cannot try to act in ways that help others beside themselves. On the contrary, it takes into consideration the fact that individuals often find the greatest satisfaction in being kind and generous. Nor does it imply that one cannot determine whether one society is not happier, more prosperous, and successful than another. It only means that no one has a blueprint to what is best. Each society has to find what works best for its members. And the function of civic education is to encourage people to strive toward a more harmonious interaction, at both the national and even international level.

The world is simultaneously very large and very small. What this means is that the variety of cultures and languages is staggering; yet it is also evident that upheavals, both natural and man-made, in one part of the world can affect others at the other corner of the earth. And of course a human being's pain is the same everywhere; we need to look no further than inside our own hearts to know how it feels to be a person anywhere on the planet. And the experience of other countries -- whether successful or not -- always has some relevance to others.

People have organized themselves in political systems for many centuries using a variety of different methods. It is informative to analyze some of these systems, learn from them, and adapt them to new, changing circumstances. There are no perfect models for an ideal society just as there are no ready-made maps to happiness. But since experience is all we have, we need to learn from it.

Finally, the most significant lesson of all is that learning itself is a never-ending process. This manual is only the beginning of a journey that should continue throughout one's life. That journey is the discovery of the place of oneself in the world. If one can feel useful, if one can say at the end of one's life "I have made a difference, however small," that is an achievement. The magnitude of one's achievement is not always a matter of choice, but one can try to do one's best. And if in the process others are helped, their journey made easier, the achievement will have been worth it all.

One of the possible ways for introducing this truth to the youth is to involve them with the Student Action Committee (SACs). SACs, as a part of the Civic Education, enable practical use of the knowledge received in the classroom.

The main goal of the project is to make the students aware of the mechanisms for solving problems at the local community level, as well as to give them a chance to learn how governmental and non-governmental sectors are employed in meeting the needs of the local society. Youth problems, social infrastructure, charity and others are potential topics for the Student Action Committee work.

The idea behind the Student Action Committee is to give the students a hands-on experience in Civic Education issues. To achieve that goal the students are encouraged to take active participation in the social life of their community by identifying the problems of local significance and finding the ways to solve them, through the knowledge they obtain in the classroom. It is important that the teacher mentor provide every possible support to the student participants at the same time leaving them space for personal initiative, as one of the most significant tasks of the Student Action Committee is to promote active civil participation. This manual specifies what IFES' SAC project, their main objectives, how to create and run them, the relationships between the teacher/mentor, students, the community, and important points to remember.

II. Organizational Period

A. What are Student Action Committees (SACs)?

Student Action Committees are an important element in bringing up students as active members of Civil Society. SACs are a structure, organized with the support of the School Administration and regulated by its Charter, that is targeted towards solving problems within its local society. SACs are to be established by students themselves with the support from Administration and teachers who will act as mentors. In addition, it is necessary to say that such a model is open to creativity in development of the SACs, which may be different in structure, but would be similar in ideology for both for the teacher/mentor and the students.

The **bridge** between SACs and local governmental and self-governmental bodies gives students practical experience. Pure theoretical knowledge about the constitution, state, and citizenship, is very important for students. However, it is essential to give students an opportunity to feel like useful members of society. The most effective way for this is not through games or classes, but through direct participation in the real process of identifying and assessing a need and then solving the problem. It is crucial to cooperate with Hukumat, community leaders, non-governmental organizations (NGO), and/or school administrators during the process of developing a needs assessment. Such cooperation will help make students aware of how these institutions work, why they are important for the society, and how citizens may influence the improvement of the community.

Identifying and solving a problem with the appropriate support of the teacher/mentor is one of the cornerstones of the SACs. By going through the process of identifying and assessing a problem, and solving it themselves, gives the students a better understanding of all the steps involved in being an active citizen. This kind of activity also gives students the experience and skills (along with teamwork) and cooperating with NGOs and official bodies and representatives, such as school administrators, community leaders, and the Hukumat.

The five basic tenets of SACs are the following:

1. SACs should become bridges between local society, and local governmental and self-governmental bodies.
2. Students should become aware of the importance of an active civic attitude through participation in decision-making on important social problems.
3. Students should become accustomed to the principals of democracy through participation in SACs.
4. Students should become aware of the role and responsibilities of elected governmental officials.
5. Students should gain practical experience of working in a team.

By following these five tenets, students should gain an invaluable civic education experience that brings the classroom to life.

B. How to develop SACs

With a clear main goal, the project will be easy to implement. This section specifies the ideological groundwork and the foundation of the project as well as some points that must be observed while implementing the project.

This ideology is the foundation of the SAC Project. That is why it is so important to strictly follow its five basics tenets. However, there is much room for innovation and local coordinators are encouraged to vary the implementation of the SACs while taking into account the local circumstances. Below are samples of how to organize a SAC. While these are meant to provide ideas and guidance, it should be noted that creative and innovative decisions are also important components of this process.

Example One

The first step to begin the development of a SAC in your school is to compile a working plan for all the actions from the beginning to the end, from the assessment of tasks to working them out. As it was stated before, students should take the major working load within these activities. It certainly important to support them with the appropriate consultations, but only when there is an objective need for it. The first step could be a general meeting of all the students. At the meeting students will develop the basis for the most important statements for the charter of the SAC and they will select an initiative group to work on compiling the charter. Helping students to add all the potential regulations for the SAC's activity into the charter is very important at this stage. This is really significant, since the regulations of the charter are the main "juridical" foundation of the SAC. Then it will be reasonable to appoint the date of the next meeting to ratify the charter. Also, according to the regulations it will be necessary to conduct elections to leadership posts as specified by the charter, as well as to develop a list of objectives to be worked over. In accordance with the SAC's structure it will be possible to divide groups of students into committees such as Public Relations, Cooperation with Governmental and Self-Governmental Bodies, Cooperation with Non-Governmental Organizations, or Fundraising. These committees would work out different aspects of the SAC's activity.

Example Two

You may also use as a model the following example. According to this suggestion, you should divide students into the groups at the first general meeting and offer them to work out to the several variants of the SAC step-by-step and finally choose the best one. Here is the scheme:

First Step: Establishing a Student Action Committee

Arrange a general meeting of the students. Divide them into the several groups of 8-10 people. Suggest that each group create a Student Action Committee for solving up-to-date problems in your community. Each group should review the following questions:

1. The title of the SAC
2. Its structure
3. Goals and Objectives
4. Methods of decision making in the Group
5. The size of the SAC – small or large
6. Methods to disseminate the information about the SAC and its mission among the people of local community, local government and self-government.

When you compiled a Group, titled it, and settled out all above-mentioned questions, write down all this information on a big list of paper. You will likely appoint someone as the SAC's Secretary who would maintain minutes on the meetings.

Second Step: Promoting the activities of the SAC

Try to imagine that you are going to work on solving a problem during a one month time frame.

Schedule the set of actions that you would like to accomplish to promote the discussion of the problem on the school or community level. Compile an action plan and think whether you will need money and how much you will need to implement it. Take into account the following points:

1. Meetings on the local community level (if there is a need for them);
2. Information bulletin publishing;
3. Conducting charitable actions;
4. Discussion meetings with the other groups of students;
5. Meetings with the representatives of the local administration to inform and clarify their position;
6. Meeting with local citizens who are affected by the problem;
7. Establishing contacts with other local or international organizations who deal with the same problem in the region

Which actions from the listed above might need money for its implementation?

Probably you would like to invite a specialist from Hukumat or another organization to give a presentation on how they had solved similar problems and to share his or her point of view on the other possible ways of working out these problems. You could also invite to the class a journalist to talk about how Mass Media participates in socio-economic decision-making.

Third Step: Comparing Plans

When the students complete all these steps, let each group present its conception of the SAC and action plan. Let the students ask questions about all the aspects of the

presented materials. Explain to the students that they should perceive these questions seriously and try to give the most effective answers to them.

When the participants have listened to the presentations of the other groups, let them think out their own questions to ask. Then they should vote for the most interesting suggestions. This undertaking will become a basis for the Charter of the SAC development.

According to local circumstances, teachers might edit this scheme, if there is an objective need for it. They also could develop their own suggestions that should be sent to the Local Coordinator. Then, the most interesting suggestions will be included into revised version of the Manual.

The success of a SAC depends on how well the mechanism of the SAC's activity is developed, how well the needs assessment is made, and how effective the cooperation is between the SAC, school administration, local governance bodies, and Non-Governmental Organizations. In this context it is definitely important to try to create a structure most appropriate to the needs of the school and local community. It will be especially effective if this institution is combined with already created student councils. Probably it makes sense first to create such a student council, write a constitution, elect a president and government officials, and then create Students Action Committee within the frames of the student council. In this case, "citizens" of the school could be represented by the junior class and the SAC will be controlled only by the senior class.

C. The structure of SACs

The structure of a SAC will vary depending on local conditions; nevertheless it is a crucial requirement that positions in the SAC's administration are to be elected by the general meeting of students in a democratic way in accordance with SAC's charter (Constitution). For example, if there is already an elected President in the school then this is probably enough to develop and introduce some amendment to the constitution in order to establish a SAC. This amendment will regulate the activity of the administrative body represented by the SAC within the frames of the student council and in accordance to the laws of it. This institution might be created in the image of a self-governance institution. The main point is that it has to identify and assess a problem, then develop a plan to solve it.

It has already been said that questions such as the SAC structure, its membership, etc., are to be defined according to the local conditions. In cases where other institutions of school government exist, the SACs might be established within the frames of these structures. You may also use a model of a SAC charter (See Attachment). In cases where you will create your own structure, you may want to consider using this version of a charter as a basis, modifying it with the appropriate changes.

D. How to write the SAC regulations

With this manual we have included an example of SAC regulations (See Appendix One) which you can use as a draft. Please take into consideration that this is an example of a real set of regulations, which, with minor amendments and changes made, can be submitted to the appropriate government bodies for NGO registration. And in case the SAC will develop into a non-governmental organization in the future, these regulations can be retained without making substantial changes in them. The best way to organize the writing of the regulations is the following:

1. At the general students' meeting select an initiative group who will work on the regulations;
2. At the same meeting discuss the mission statement of the SAC and identify the objectives it will try to implement;
3. Using the draft regulations, the initiative group will develop the structure of the particular SAC in accordance with its mission and objectives (in consideration of the local conditions);
4. Then, they prepare the revised version of the regulations, in which all the necessary changes are made and will be brought up at the next meeting for discussion;
5. After conducting the student meeting where the regulations have been discussed, and all the necessary changes and amendments have been made, you should supervise the preparation of the final version of the regulations, which should be submitted to the school administration for review. In case the school administration has recommendations or comments for improving the regulations, all the changes need to be approved at the student meeting.

The regulations, approved by the students and revised by the school administration, will become a legislative and organizational foundation for the SAC's work

E. How to organize the work of SACs

As mentioned above, most of the questions concerning the organization of SACs are up to the teacher/mentor. Among them is the SAC's functioning process. Listed below you will find the possible sequence of activities while implementing a project. You are welcome to work out your own action plans, which will be discussed at the training:

1. Problem (needs) assessment (brain storming, questionnaires);
2. Development of an action plan;
3. Identification of the best partner organization (NGO, local self-governmental and governmental bodies, etc.);
4. Arrangement of the appropriate meetings with the local partners for the final action plan development;
5. Cooperation with local Mass Media;

6. Targeted activity on solving the problem;
7. Over curriculum activity

SAC Activities

A. SACs and School Administration

One of the most important and significant components for the creation of a SAC in a school is establishing the appropriate relationships with the school administration. Undoubtedly, these relationships are already established in some schools within the framework of student council. At the same time, SACs will be organized from scratch in some schools. In this case, it is important to establish a respectful relationship with the school administration. Thus, if you inform the school administration of your SAC's goals and objectives, you will avoid misunderstanding and probably receive support from the school administration that you did not expect to receive. Also, you should remember that as a teacher/mentor you have to inform the school administration about all plans, events and activities within the SAC, since the school administration is responsible for everything that happens at the school. If you count on the school administration for support, try to inform them in advance about your plans. Remember that the success of the whole project depends on how effective the SAC's relationship is with the school administration.

B. The Role of Teacher/Mentors

The role of the teacher is very important. Surprisingly, the more thorough this role is implemented, the less visible it is. In other words, the teacher should allow and encourage the students to display initiative, individualism and creativity. The main goal of the SAC is to provide students with an opportunity to gain experience on addressing the social problems of their community. The more independent the students are, the more useful their experience in the SAC will be. The display of initiative and activism by students should not frighten you; instead you should encourage the initiative by all possible ways.

Nevertheless, it does not mean that the teacher should separate him or herself from the students. As we stated before, the teachers' role is crucial. The teacher should help students to be more realistic in their plans. Wherever possible the teacher should give them a chance to realize the importance of taking real-life situations into consideration on the basis of their own experience. But when it becomes too costly in terms of time or money to allow the students to move in the wrong direction, the teacher should convince them to choose another direction. For example, in case the students chose a person as a leader who is not appropriate on your opinion, do not try to change anything or convince the students to select another leader. Instead, give them an opportunity to realize their mistake. However, it also might happen that the student who received such important responsibilities could prove that he/she can carry them out. Both variants are good. It is also within the competency of the teacher to establish direct

relationships with the school administration. This does not mean that the teacher should become an “agent” for the SAC. It would be more proper to involve students into this activity through, for example, elections of delegates to work with the school administration, explaining to the students the importance of choosing those who have strong negotiating skills. Those who were elected probably would need training on the importance of keeping the school administration informed while not burdening them with unnecessary information.

The number of possible situations that a teacher could come across are limitless. Nevertheless, realization of the main principals stated in this chapter will help the teacher to build a proper and effective relationship with the students.

B. The Role of Volunteers

Volunteerism is among the most essential aspects of a democracy. Not only does volunteerism contribute to the public good, the individual or group gains a certain sense of satisfaction when an goal is achieved for the benefit of the community. Examples of volunteerism range from the clean-up of a blighted park to providing clothes to an orphanage to feeding the hungry. Although it may be difficult to see examples of volunteerism in your community, such individuals do exist. Depending on the level and type of the activity that the SAC chooses, technical assistance could be necessary. The search for volunteers could be extensive and time-consuming, therefore the search should begin as soon as possible. One way to find volunteers is through the time honored “word of mouth.” What this means is to tell people about your SAC activity and ask if they could help or if they know of anyone that could. Another method is to utilize the newspaper by advertising what the SAC needs. In other cases, NGOs have a staff of volunteers who could offer their expertise to your project. By enlisting the help of volunteers, students will observe a great example of charity from people who truly care about their community and the people who live in it. Perhaps this act could encourage and inspire your students to volunteer for other projects in the future.

D. The Role of the Hukumat, Community Groups, and Non-Governmental Organizations (NGOs)

The role of the Hukumat, community groups in SACs activities is very important, but at the same time they should not play too large of a role. In other words, when the SAC’s targeted problem had been assessed and a municipal servant from the Hukumat is involved in addressing the problem, it is very important to contact them only in urgent cases, so as to not abuse their time. This is important to remember, since the nature of their responsibilities makes their schedule very busy. Ideally they should be involved only in cases of absolute necessity. Consequently, when there is the possibility that the problem could be solved without the participation of the government official, do not contact them. It is imperative that the SAC explore all possible options beforehand. However, keep in mind that if the SAC activity effects the Hukumat in any way, the appropriate authorities should be contacted and informed of the activity. In order to develop mutual cooperation between SACs and the government, it is advisable to arrange, for example, a roundtable discussion inviting representatives of the

governmental department that covers the program area of the SACs project. In addition, it is advisable to organize meetings with the representatives of local NGOs who can share their experiences. Governmental bodies and NGOs involvement with the SAC activities through these kinds of meetings is obviously different from their direct involvement into the SAC Project. While meetings serve as an important bridge between the SACs and the governmental bodies and NGOs, they are planned in advance as a one-time event that gives the invited participants an opportunity to prepare for them.

E. The Role of IFES

Undoubtedly, IFES has played, and will play, an important role in the SAC project. Despite the fact that civic education development in the secondary schools is not the only programmatic area of the Foundation's activities, IFES specialists will pay great attention to this project. In this section we would like to describe the role of IFES, as well as identify the expertise of IFES, and the expertise of local teachers in more detail.

First, IFES realizes that fact that some schools already have some achievements in Civic Education development. Some schools had already conducted mock elections, developed constitutions etc. At the same time the methodology of these activities could vary in different schools. Taking this into consideration, IFES does not plan to change the system of existing school self-governance considerably. Nevertheless, IFES would like to introduce some common characteristics into the current system of Civic Education, particularly in its part covering curriculum activities. Thus, if self-governance in your school meets two basic requirements, IFES believes that students themselves should identify the other issues related to SACs, such as structure, quantity and quality of membership, etc., with the support from teacher/mentors. School self-governance should meet the following requirements:

1. Involve students into the process of decision-making in regards to community problems;
2. Establish a bridge between the SAC and local governmental.

IFES will prepare and conduct training of trainers for teachers on this manual. Then trainees will disseminate this information among those teachers who were not involved into the pilot stage of the project. In addition to the programmatic issues IFES will support other appropriate issues on the SAC's project implementation. In cases of urgency, IFES specialists could travel to the site to consider the problem. At the same time, IFES must be careful about how it utilizes its resources. For this reason, IFES prefers to work through local coordinators who will be able to support current problems at the site without additional expense.

F. Sustainability of SACs

We believe that the sustainability of the SACs must be developed through the utilization of local resources. Listed below are three possible options, but there can be more, such as the graduating students transfer the responsibilities of the SAC to their successors. This transfer will require a detailed plan of all the procedures concerning handing the

responsibilities over from one SAC to another which should be included in the regulations. Other options are as follows:

1. Registering the SAC as an NGO with the Hukumat;
2. The SAC members join another existing NGO;
3. Continue the work of the SAC when they transfer to a higher education institutions.

ATTACHMENT ONE

Draft SAC Regulations

Below is a sample of the Charter that you may use for your Student Action Committee. Take into consideration that such a Charter with insignificant changes might serve as the registration document of an NGO with the appropriate legal organizations.

MODEL CHARTER

1. BASIC REGULATIONS

Students Action Committee of School ____ hereinafter SAC, is a non-governmental, ____ non-commercial, ____ charitable public union created by the free will of students and acts on the basis of self-governance, legality and publicity.

The SAC fulfills its main objectives on the basis of the Constitution of the Republic of Tajikistan, the Law of the Republic of Tajikistan “About public unions in the Republic of Tajikistan”, Civic Code and the other acting laws and legal documents of the Republic of Tajikistan (or the Constitution and Laws of the School State), as well as the present Charter.

From the moment of ratification by the general students meeting and school administration, the SAC becomes an active institution within the frames of the presented Charter and legislation of the Republic of Tajikistan.

The SAC possesses its symbolism, trademarks and other necessary essential elements.

The SAC will perform its activity provided for by the presented Charter at the territory of the region ____, makhalla ____, school ____.

The SAC carries out its responsibilities on its obligations by all the property it possesses. Founders and members of the SAC are not responsible for the obligations of the SAC, and the SAC is not responsible for the obligations of its founders and members.

The title of the SAC:

In the State Language “_____”, in Russian language “_____”.

The period of SAC’s validity – is unlimited from the moment of ratification.

The location of the SAC: __city, street, etc.____

2. SAC's GOALS AND OBJECTIVES

2.1 The goal of the SAC is information dissemination and enlightening activity among citizens and youth to form their self-consciousness and will to participate in the process of democratic reform of the society.

In order to achieve this goal SAC sets the following objectives:

- To enlighten citizens and youth in the issues of civil society;
- To help citizens to become involved into the public life;
- To inform about the situation in ___ region, world;
- To conduct an educational seminars for citizens and youth;
- To enlighten and provide additional education;
- To up bring young generation as the social active members of the society;
- To establish partnership between the SAC and schools throughout Tajikistan;
- Any other objectives suggested by the general students meeting.

3. THE STRUCTURE OF THE SAC, MANAGEMENT OF ITS ACTIVITY

3.1 The Supreme Body of the SAC is the General Meeting of it members, that should be convened by the Council not less than once a month.

3.2. The initiators of the General Meeting have to pass an invitation specifying time and place of the meeting to every member of the SAC.

3.3 The General Meeting is official if not less than 2/3s of the SAC members take part in the meeting. Decisions are made by a majority vote on the basis of open voting.

3.4 To approve the decisions regarding changes and additions to the presented Charter, as well as reorganization and liquidation of the SAC the majority of votes, no less then 2/3 from all members of the SAC is required.

3.5. An exclusive competence of the General Meeting includes:

- Making decision on the creation, reorganization, and liquidation of the SAC;
- The ratification of the charter for the SAC;
- Introducing changes and additions to the Charter;
- Selecting priority areas of SAC activity;
- Determination of the number of SAC members, election and recall of SAC Council Members;
- Election of the Inspection Commission, terminating its authority;

- Approving a monthly report of the Council and conclusions of the Inspection Commission;

3.6. Permanent Acting Administrative Body of the SAC is the Council, elected by the General Meeting for the period of ____

3.7. Council Members elect a President (or upon the decision of General meeting) from its membership

3.8. An exclusive competence of the Council includes:

- Admission and exclusion of the SAC's members;
- Establishment of the membership fees amount and its periodicity (in case it does not contradict with the local conditions and General Meeting makes decision about its necessity);
- Approval of the SAC's Activities Plan
- The President of the SAC;
- Inform School Administration about the continuation of SAC's activity on quarterly basis;
- Support representatives of School Administration in familiarization with SAC's activity;
- Arrange preparation and conduction of Council sessions;
- Provide realization of SAC's program activities;
- Manage SAC's activity;
- Carry out administrative functions;
- Sign necessary documents on behalf of the SAC;
- Represent SAC at the Local Government and Self-Government Bodies, organizations and Public Unions and abroad;
- Issue edicts and decrees;
- Settle all the questions regarding SAC's activity except those under the competence of the General Meeting and the Council.

3.10 Control and Revision Body. The Inspection Commission that is elected by the General Meeting in number of 3 people for the period less than one year accomplishes revision of financial administrative activity. Commission prepares conclusions for the annual report.

3.11 Official and working languages are Uzbek, Russian, _____. The Administrative Bodies of the SAC are located at the _____ city, street etc. _____

4. SAC Members, Their Rights, And Responsibilities

4.1. The members of the SAC can be students, juridical persons, public unions, and those interested in the cooperative implementation of the basics tasks listed in the present Charter.

4.2. Membership in the SAC should be validated in written form:

- On the basis of an appropriate individual application for the physical person
- On the basis of an appropriate decision of its Official Body for the juridical person

4.3 Juridical and Physical persons – members of the SAC have equal rights and carry out equal responsibilities.

Each member of the SAC (for the juridical persons through their representatives) has the right:

- To take part in the General Meetings;
- To elect and to be elected into the Administrative and Control-Revision Bodies of the SAC;
- To apply with suggestions related to his/her activity to any of the SAC's Bodies;
- To receive information about the SAC proposed activities;
- To take part in the actions conducted by the SAC;

Members of the SAC obliged:

- To pay membership fees regularly;
- To observe the Charter of the SAC;
- To participate in the SAC activity;
- To participate in the General Meetings of the SAC;

4.6. Quitting the membership is possible on the basis of personal application (for the public unions – on the basis of an appropriate decision) decision of the Council about exclusion the member from the SAC.

5. SAC Activity Termination Procedure

The SAC's activity might be terminated (reorganization, amalgamation, joining, separation) on the basis of the General Meeting decision. The decision about reorganization can be made by no less then 2/3 votes of General Meeting participants

After reorganization, the property of the SAC should be passed to the newly organized unions as it provided by the legislation.

The liquidation of the SAC is accomplished upon the decision of the General Meeting or in a general order. Decision about liquidation is to be made on the basis of the General Meeting decision by no less than 2/3 votes of General Meeting participants.

After the debt to any creditors has been fulfilled, the remaining property owned by the SAC should be donated in the spirit of the aims that the SAC defined in its objectives.

The remaining property owned by the SAC may not be distributed among members of the organization.

The decision about SAC liquidation should be passed to the official body that ratified the Charter of the SAC.

This Charter was prepared in Russian and translated into Uzbek and English. In case of moot interpretation Russian (Uzbek) variant should be taken for the basis.

The President of SAC

ATTACHMENT TWO

Suggested Student Action Committee Topics

Here is a list of possible topics for SACs. This list will serve as an example to simplify the process of identifying the most vital problems of the local society. The teacher/mentors may have suggestions of their own. Could you please collect those suggestions prior to the training day, so that we would be able to discuss it and either add some new topics or eliminate the ones that are not relevant to the region.

1. Leisure (maybe the problem is that the students have no extracurricular activities to participate).
2. Crime (if someone steals the students' money either on their way to school or at school).
3. Sports (Lack of or poor condition of the sports buildings, sporting goods, or not enough sports clubs).
4. Mass Media (as a complementary topic, if a reference to some event or problem in the media can help to solve the problem or conduct the event successfully).
5. Repairs/maintenance. Perhaps the school does not have enough resources for maintenance (including the premises, furniture and education materials) it is possible to organize a search for the necessary funding and activities in order to apply their own efforts where it is possible.
6. Funding (fundraising can be either a part of another activity, or an independent project for SACs).
7. Culture (can be a part of "Leisure", but may also become an independent project to organize, for instance, a student theatre or a student music club).
8. Trainings (conducting trainings, seminars and lectures on a wide range of issues).
9. Veterans (helping veterans, organizing events, involving veterans).
10. Curriculum development (assist in the introduction of up-to-date teaching methodologies of some subjects, through searching materials on the new methodologies at the libraries, fundraising to conduct seminars and trainings for teachers, and to purchase the appropriate educational supplies).
11. Planting trees (improving the ecological conditions in the school and its surroundings).

12. Protecting the rights of the child (addressing the issues of students' rights violation and child abuse, through attracting the community's and media's attention to the matter, co-operating with the law enforcement agencies and Hukumat representatives).
13. Olympiads and competitions (organizing and conducting the activities of the kind).
14. Co-operation with government officials (as a part of another activity).
15. Keeping in touch with military subdivisions (assisting in organizing events for the military, conducting performances, concerts and the like).
16. Broadcasting (as a part of any other project).
17. Assisting with student employment (upon graduation or during the summer holidays).

III. Summer Camps			
No benchmarks were projected for completion during the 2 nd quarter of FY2001.			
IV. Student Local Government Day			
Identification of participating local government officials	February – March 2001	Completed	
Adaptation of SLGD Guidebook	February – March 2001	Completed	
SLGD Training seminar	March 2001	Completed	
V. University Civic Education			
Agreement with NGO	February 2001	Not completed	
VI. Political Party Development			
Youth/Women's Outreach: Dushanbe event	March – April 2001	Completed early in 3 rd quarter	
Parliamentary Politics and Political Parties TV Program: Khojand event	January 2001	Completed	
Parliamentary Politics and Political Parties TV Program: Khorog event	February 2001	Completed	
Parliamentary Politics and Political Parties TV Program: Kulyab event	March 2001	Not completed	Program #13, "Political Parties in Kulyab," is scheduled to air on April 10 and April 15.
Analysis of Political Party legislation	Spring 2001	Completed	